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ABSTRACT

This is the first in a series of reports, based exclusively on interview data, which concerns the initial reactions to the university experience of a random sample of 100, class of 1966 freshmen. Information is presented on the students' decision to attend college, their reactions to the first few weeks of university experience, their attitudes and opinions about the university, their involvement in university life, their attitudes toward faculty and course work, and their future goals. Open-ended questions which permitted maximum flexibility were asked of the proportional sample of 34 resident men, 23 commuter men, 25 resident women and 18 commuter women. Impressionistic generalizations, complemented by representative quotations of the students, as well as tables indicating dimensions of students' responses and percentage of students responding in a certain way are presented in the report. (Author/TL)

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A Biography of a Class Study

the university experience

the first few weeks

interview study 1
1966 freshman class

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THE UNIVERSITY EXPERIENCE

The First Few Weeks

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...To the one hundred students

whose cooperation made

this study possible

"...I'm thinking a whole bunch of things that I wouldn't have thought if I hadn't come. And it may make me a little bit uncomfortable at first, but it -- it's making me bigger. It's making me feel a lot of things I wouldn't have seen otherwise -- and I think that's valuable."

FOREWORD

In the Fall of 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled Biography of a Class. The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo. The studies are undertaken to provide information about students to faculty and administration, and to contribute to the existing research in higher education.

Research was begun with the 1964-65 Freshman Class. These Freshmen, and the Freshmen of succeeding years, will be studied throughout their University careers and beyond.

Studies incorporate census data, biographical characteristics, follow-up data, sample surveys and interview data. Published studies, as well as a monograph describing the Biography of a Class research project, are available upon request.

To date, three series of census reports, collectively entitled Freshman Class Status Report, have been published for the 1964-65, 1965-66, and 1966-67 Freshman Classes as well as the first follow-up study on the 1964 Class.

The following report is the first of a series based on interview data. It is concerned with the initial reactions to the University experience of a random sample of 1966 Freshmen.

ACKNOWLEDGEMENTS

The authors are grateful to Jane Faulman, a member of the University Research staff, whose comments served to clarify the content of this report and whose help in the final stages of its production expedited publication. To Sarah Jackson, who typed and retyped the several drafts of this report, our appreciation for her patience.

TO THE READER

Because of the technical nature of Chapter I, the University Research staff, authors of this report, suggest that you begin your reading with Chapter II (p.11), "Initial Reactions to the University Experience."

Should you be interested in the methods and procedures through which this data was collected and analyzed, you will, of course, find them in Chapter I.

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CHAPTER I

INTRODUCTION AND PROCEDURE

The increasing complexity and size of institutions of higher learning tend to result in an atmosphere of impersonality. Administrators are beset with such immense problems in personnel, finances, physical plant, research, etc., that the student is frequently the least understood element. Yet the student is the most important factor to consider. The purpose of this study is to provide the members of the university community with a better understanding of the students.

What happens to students when they enter the multiversity? What are their initial reactions to the university experience? What is of value to them? What do they object to? What are their concerns? What are their hopes for the future?

This study represents the feelings and attitudes expressed by a group of college freshmen about the initial impact of the university experience. It is based on interviews conducted sometime between the third and the eighth week of their first semester.

Procedure

Sample

A stratified random sample of one hundred students was selected, via a random number table, from the approximately 2000 freshmen who entered the State University of New York at Buffalo for the first time in September 1966. Sample size was limited to one hundred in order that all students could be interviewed within a relatively short time period, to minimize differences in response due to varying lengths of university experience.

The proportion of students in the total class in each of four stratified groups was determined: resident men, commuter men, resident women, and commuter women. The number of students in each group in the sample, based on these population proportions and affording a proportional sample of the class, follows:

Resident Men	21
Commuter Men	36
Resident Women	22
Commuter Women	21
Sub-Totals:	43 Residents
	57 Commuters
	57 Males
	43 Females

Students were contacted by telephone and asked if they were willing to participate in a research project wherein they would be interviewed five times during the following four years about their reactions to the university experience. It was explained that they would be followed-up whether they remained in the University, withdrew, or transferred to another school.

Interview Schedule

The questions comprising the interview schedule, developed by the University Research Staff, were chosen on the basis of their likelihood to elicit information about personal, social and academic aspects of the university experience which could be pursued further in succeeding interviews, thus providing study of developmental changes during the college years.

Questions were pre-tested in a pilot project the preceding Spring. Twenty 1965 Freshmen,five from each of the four stratified groups, comprised the sample.

Methodology

The procedures involved in both the interviewing of the students and in the coding and analysis of the data differ in major ways from procedures typically followed.

The interview form was purposely developed as open-ended, allowing for maximum interpretation of the meaning or intent of the question on the part of the interviewee, and hence maximum flexibility in response. Narrow, defined and limited questions requiring narrow, defined, limited answers can be efficiently and accurately obtained by means other than interviews; the interview allows a respondent the freedom to provide a unique reply rather than be limited to selection of an answer.

Interviewing techniques are available for eliciting from the interviewee responses related to specific dimensions, thus acquiring comparability across all interviewees, and providing a structure enabling testing of theory. There is no doubt that the above procedure affords more precise research data; however, such structure forces some confinement of response. In view of the fact that this interview project was intended to be exploratory, that is, to determine, to the greatest extent possible, the beliefs, opinions and attitudes of freshmen toward the University experience, the research staff purposely elected to sacrifice precision and structure for freedom of response.

Serious methodological limitations accrue from this approach. These are discussed in the Limitations section of this Chapter.

In summarizing interview data, efforts are typically made to code responses into as small a number of categories as possible, to establish order amidst the chaos of responses. Although this procedure results in easier reading and the possibility of making generalizations, it simultaneously hides individual differences by subsuming unique responses under a broad heading. Since an intent of this research is to provide an accurate, complete description of the views of college freshmen, their individual responses on dynamic issues related to themselves

have been preserved, rather than subsumed. An effort has been made to provide normative information on the Freshman Class while simultaneously preserving individuality, i.e., to indicate how students are different as well as how they are alike.

With some exceptions, all students were asked each question on the schedule, although not necessarily in a given order. To provide as natural a situation as possible, the interviewer changed the ordering of questions where it seemed reasonable to do so. For example, if the student, in answering a given question, seemed to be moving in a direction related to a later question in the inventory, the interviewer went directly to that question, returning to the omitted question(s) at a more opportune time. Further, if a student provided the answer to a given question while on another topic, the interviewer did not explicitly ask that question.

As interviewing progressed, it became apparent that modification of some questions was desirable and some additional questions were called for. This accounts, in part, for the fact that the responses tabled in the subsequent chapters of this study are sometimes based on fewer than 100 students. In a minor number of cases, a given student either was not asked a question on the schedule, because of lack of time or because of oversight, or did not provide a codable response to the question. This second factor also accounts for the fact that some tables included fewer than 100 students.

All interviews were conducted by the same interviewer, thus eliminating the problem of noncomparability due to interviewer differences.

All interviews were tape recorded, with the knowledge and consent of the student, and transcribed verbatim. All transcripts were proofread against the

original tape to assure accuracy of transcription. Coded responses to questions were made from the typescripts, thus eliminating errors made when coding is based on summarized, paraphrased responses.

Coders noted <u>every</u> response to each question, regardless of whether it was an answer to the stimulus question or a part of another reply. Thus, if a given student gave three responses to a given question, all three responses were coded.

Code dimensions were developed <u>after</u> all interviews had been coded. Hence, dimensions are based on actual responses, rather than on predetermined dimensions. Dimensions were developed by combining responses which seemed directly related. These dimensions were developed by one judge, and reviewed by a second. Any discrepancies were eliminated, based on the combined judgment of these two judges.

After the dimensions had been given a code number, each specific response of each student to each question was given one of these code numbers, independently, by two judges. Code numbers were then compared, and again, discrepancies were eliminated on the basis of the combined judgment of the two judges. This rapproachement was based on reference to the original typescript. Thus, reliability of codes was established.

Students frequently gave inconsistent responses to a given question. Where two given responses were incompatible, the judges re-read the relevant sections of the interview and determined which of the two responses seemed more accurate.

Both judges read all interviews; the senior author served as one judge, the interviewer-author as the second judge.

Organization of Results

A combination of three approaches to the data was used. First, impressionistic generalizations, based on a reading of the one hundred typescripts, are presented. Where differences were evident, comparisons of residents and commuters, and/or men and women, are made. Generalizations are not limited to responses to the specific questions included on the schedule. Efforts were also made to present underlying themes and additional, unsought information provided by the students.

To complement these generalizations, frequency tables, indicating the dimensions of responses to the questions on the schedule, are presented except where it was judged they would not provide meaningful information beyond that presented in the text.

Finally, quotations representing the various themes and dimensions are interposed.

Results are not presented in the order in which the questions were asked. Rather, an attempt was made to determine topic areas, and to discuss the results within the context of one of these topic areas. In some cases, data are necessarily cross-referenced, since they are clearly relevant to more than one area.

Interpretation of Frequency Tables

The categories in some of the tables are mutually exclusive; that is, a given student can be represented in one and only one of the categories. For example, a student is either working or he is not working; hence, he would be represented in only one of these two categories. Other questions, however, allow an unlimited number of responses. For example, a student is not limited to

one "objection" to the university experience. Because of this variation, each table indicates the total number of responses given to a particular question as well as the total number of students who responded to the question. Hence, where only one response is possible, the number of students will equal the number of responses; where several independent responses are possible, this equality may not hold.

As indicated earlier, in a minority of cases, a given question was not asked and/or the student did not provide a codable response to the question. Tables wherein the total number of students does not equal one hundred are accounted for by these factors. Missing data, by group, may be ascertained by comparing the total N in a given group in a table to the total number of students in that group. Because of the large number of categories and the small frequency within given categories, proportions were not calculated.

The following abbreviations are used in all tables:

RM = resident men RW = resident women

CM = commuter men CW = commuter women

Limitations of the Study

Discrepancies exist between generalizations based on the impressionistic as compared with the coded sections of the study. In many cases, coded responses underestimate the number of students responding a given way. Responses were frequently related to a given question but were not coded as a response to that question, because they were stated implicitly in another context and/or because they were not explicit answers to a specific question. For example, in response to the question, "How would you like to change during college?" five students stated that they would like to become more articulate. However, in addition

to these five students, several others commented or implied at some time during the interview that they were having trouble expressing themselves, explaining how they felt about issues. These comments, because they required an inference to be made by the judge, and were not given as an explicit response to a specific question, are not included in the frequency table.

Extensive overlap exists between some of the questions. For example, responses to the question, "What would you like to be doing ten years from now?" are similar to the question, "What kind of a man (woman) would you like to be ten years from now?"

In some of the tables, a given category represents a combination of several related responses. As indicated earlier, it was thought desirable to include all responses of the students. However, in some cases this would have required tables with an absurdly large number of different responses. To achieve some compromise between the desirability of indicating actual responses of students and the need for some order, those responses presumed, by two independent judges, to be similar were included in one category.

Interpretation of tables wherein several responses are subsumed under one category is limited. In some cases, students provided more than one response in a given category. These multiple responses are not indicated in the table. Rather, the frequencies represent the number of students who gave at least one response in a given category. For example, the table listing objections to the University experience indicates that one commuter woman objected to the facilities. However, it does not indicate specifically what her objection was, nor does it indicate whether she had one or more objections to the facilities. In cases where one response within a given category was given by a disproportionate number of students, this fact is mentioned in the text accompanying the table.

The tables do not provide information from which to ascertain how many responses to a given question were given by a particular student, nor is it possible to compare students' responses across tables.

A possible uncontrolled source of variation among the four groups results from the fact that the order in which these students were interviewed was not random. Rather, for administrative expediency, the majority of the commuter women were interviewed first, followed by the resident women, the resident men and the commuter men. The commuter men, therefore, had had twice as long a University experience as the commuter women. There were exceptions to this order, as a function of scheduling problems. It is possible, too, that subtle changes in the interviewer's approach developed over time, resulting in a bias for one or more of these four groups.

The data presented does not necessarily include all dimensions of the student's viewpoint, but rather, merely those that occurred to him without probing. For example, in the table based on objections to the University experience, ten students stated that they objected to the testing policies in the University. However, if the students had been asked explicitly if they objected to the testing policies, it is plausible to predict that more than ten students would have replied affirmatively. Because of the open-ended nature of the interview, however, attitudes toward specific dimensions were not elicited from students. Hence, all frequencies should be considered "lower limits" to the number of responses forthcoming had the students been asked explicitly about specific dimensions.

It is probable that, for at least some of the questions, data are affected by the social desirability factor. That is, although students were encouraged to be honest, they knew they were being interviewed by a member of the University

administration and therefore may have given more positive responses to aspects of the University experience than they actually felt.

Four cautions are in order in reading this study.

First, the repeated use of the word "in general" has been omitted from the text. The reader should not make the mistake of assuming that the generalization, "students felt that.....," necessarily implies all students.

Second, because of the nature of the data, statements referring to differences among groups are <u>not</u> based on tests of statistical significance.

When comparing the frequency of a given response across the four groups, it should be remembered that the sample is comprised of more commuter men than any other group. Therefore, a larger frequency of response would be <u>expected</u> for this group.

Finally, this report is based on responses of students with, at most, eight weeks of University experience. The reader, then, should not generalize the responses to the total freshman year. These students' impressions of their first <u>year</u> of college life will be reported in a study based upon interviews conducted at the end of their second semester.

CHAPTER II

INITIAL REACTIONS

TO THE UNIVERSITY ENVIRONMENT

The Initial Impact

The first weeks at the University may be best described as "chaotic". Most of the students felt lost, bewildered, confused. Many felt lonely.

> Well I felt very lonely at times and homesick. There were times I - I just felt depressed - I just felt like leaving - but everything passes - I realize that now.

> ...I don't know - it was really...the first three weeks were really bad. I don't know how I made it through those three weeks, but - uh - I hope that - you know - the experience here will change that - you know - uh - I won't be so dependent.

> The first few weeks the biggest thing you have - you know - you feel like doing - is meeting - is making friends, getting yourself into the group that you can really depend on all the time - you know - where they are going to be so that you can be with them all the time.

Many students were awed by the size of the University.

> How can you know...you...how can they know you're alive with so many people running around here and just so many of them - you know - so many administrators and - you know - and so many of them. How can they know or care whether you're alive or not. Uh - those are the basic first worries and first impressions, that you get first.

> I had the feeling of being very insignificant and - uh - it's a feeling of sheer awe that this is really so huge ...so many buildings and classes and courses and people. People you'll never see.

The impact of the first few weeks varied. To some students, college was an extension of high school; to others, they were starting all over in life.

> ...it's like shock treatment...all of a sudden - you know - here you are, you're in a whole new way

> of life and you feel like you can make yourself into whatever you - you want to be, like, if you want to be an outgoing individual, all you've got to do is start being that way, because it's a whole new world.
>
> I guess not too much has really been changed at all ...I haven't gotten too much really.

The impact on the commuter men was less than the effect on the commuter women, and certainly less than the impact on the resident. Some commuter men seemed less involved with the University. Many stated that the University had not had any impact on them. They came to the University, went to classes, and left immediately after the last class. It seemed as though some of the commuter men, more clearly than the other groups, were here because they <u>have</u> to be in order to get a good job.

The first weeks required adjustment to a new environment. While difficult, this adjustment was considered by some to be rewarding and worthwhile.

> ...I'm thinking a whole bunch of things that I wouldn't have thought if I hadn't come. And it may make me a little bit uncomfortable at first, but it - it's making me bigger, it's making me feel a lot of things I wouldn't have seen otherwise - and I think that's valuable.

To some, adjustment was no problem. To others, it was a major concern.

> I'm having a great time and studying and I don't see anything hard to adjust to...at U. B.
>
> I want to transfer eventually...I'm so homesick up here. All last week I cried.

Many of the students were surprised to find that the University was a friendly place. They had been told that it was a cold, distant environment where no one cared about you - that they would be alone, on their own, that courses would be extremely difficult, that they would be a number, etc. Upon coming here many found that this was <u>not</u> the case. Preconceptions about the University experience, based on statements of others, were especially evident.

I had this problem...so I talked to this other man and he was really - really nice to me, and the fact that he was concerned...he talked to me for about an hour and he - uh - helped me with it...just the fact that he showed me concern with my problems made me feel very good. And I had been told by so many people...everybody said - you know - 'Oh, watch out, it's a big University. You are going to have trouble because there are ten thousand people there...and you are going to get lost,' and - uh - I thought about that before I came, and - you know - the student numbering, and they are going to give you a student number because they don't know who you are. Actually, - uh - when I talked to this man, it really made me feel good because he - uh - you know - he acted as if I, really - you know - was important.

I mean - you know - there's so many kids and - you know - they say, well, you're just like a number. Well, that's really not true because there are some classes where you get small classes and - you know - the teacher gets to know everybody...And it surprised me that they have such a concern for the - all the kids on campus, and have these extra classes...I mean, most of the people in Buffalo say that when you go to U. B. you're a number, you're nothing but a number. Now - uh - that's been in my mind ever since I've made my first, I made U. B. as my first choice and I think I want to prove it to - you know - like neighbors or even my English teacher.

In other words, it's not that they don't see the students, it seems that they take an interest in the students as an individual not just as a number or as a group of students, and I like that.

There were exceptions to the experiences quoted above. Some students related cases of frustrating run-arounds given them by various administrative offices of the University. In these situations, the frustrations developed because they simply did not know to whom to turn to solve their particular problem. It seemed to these students, indeed, that no one did care about them. They were sent from one office to another office, to another office.

Specific responses to the issue of what happened to students when they first arrive are indicated in Table 1.

Generalizations from Table 1 are limited due to the reduced number of women

TABLE 1

INITIAL REACTIONS TO THE UNIVERSITY EXPERIENCE

Initial Reactions	Group RM	CM	RW	CW	Total
You feel lost/confused/insecure/overburdened/ pressured/unimportant/apprehensive/depressed/ small/anxious/isolated/lonely/alone/ homesick/alienated/nobody cares about you/ it's impersonal/you have no sense of identity/ the size is overwhelming/you don't know what to expect	8	21	9	5	43
You're on your own/you have independence/ responsibility/freedom	7	9	4	-	20
You must adjust/develop study habits, schedule/ everything is new/different from high school	3	9	4	1	17
You're starting all over/everything in the past is gone/old ties are broken/you must make new friends/you're not recognized/ nobody knows you/you're a stranger/an outsider	4	2	2	-	8
You're pressured by course work	2	3	2	1	8
No radical change/transition overplayed	1	4	1	2	8
First couple weeks are easy, fun, then work piles up	3	2	-	1	6
Stimulated/learn a great deal	1	2	1	-	4
Competition is great/you're no longer the best/not as good as you thought you were	2	-	1	-	3
You discover people have values different from yours/you introspect more/examine your values	1	-	1	1	3
You discover expectations were in error	-	-	1	-	1
You're pressured by major/career choice	1	-	-	-	1
Total Number: Responses	33	52	26	11	122
Total Number: Students	21	35	13	7	76

students on which it is based. This question was not a part of the original interview schedule. It was included after the interviewer had asked one student at the end of the interview if there were any other comments he might make about the impact of the University on freshmen when they first came that would help in understanding better what happened to them. The response revealed a dimension of his own experience which had not been expressed previously, i.e., feeling lost. Thereafter, the question was asked at the end of each interview and elicited similar responses by student after student who had not indicated such a reaction earlier in the interview.

The most frequent response was that of feeling lost, confused, lonely, etc.

Other frequently recurring themes included independence and freedom in the new environment, with its concomitant necessity for personal, social and academic responsibility, and the requirement to adjust to many new procedures.

In some cases, statements about personal responsibility had a reactive component to them, that is, these students were told by others that they would now have to be on their own.

> ...I was really tied to my family, and of course, I was told by - not my immediate family, but some of my other relatives, that I'll never last it through the year, and, like even if I hated it here, I'd have to show them.

Values

The students were asked what had been of value to them in their first few weeks of University experience. Four values stood out above all others. First was the value of being independent, making their own decisions, being responsible for their own actions. More than a third of the students explicitly stated this as a value. They expressed the notion that there were many opportunities available to students and that it was up to them to decide for themselves what was important, what they were going to become involved in, what they would do with their lives.

> But here, since, the teacher says, it's up to you to learn and then - you know - that if you don't learn it's your own fault, and you can't blame the teacher or anybody else. So

> I like it better...
>
> ...probably the most important part in going to college is the ability to make your decisions, and be on your own, plus the academic, of course. It's just that you've got to learn that everything that you were told by your parents at home isn't necessarily true, that you have to make your own decisions about some things.

Although the impact of this new independence varied, the students saw this as a good experience. They enjoyed being on their own.

> Everything is just what you make it. It is all up to you. There is no one behind you to tell you to do something. No one - well, people care, but it's not a point where they just force you to do what you don't want to do. It's just what you want. You study when you want to, you go out when you want.
>
> ...you feel like you're really on your own for the first time and you want to make good.

When asked how the University could contribute more to their University experience, they replied that it was not up to the University, beyond making opportunities available, which it was doing.

It would seem logical for the new independence to be more complete for the resident student since for many, this was their first time away from home. Additionally, the residents were required to develop a completely new set of friends.

In general, freshmen, especially residents, had good relationships with their families. Although they wanted to become independent, they nevertheless expressed the importance of their families to them, that they missed their families, etc.

> I think - the whole experience, I think - of being away from home is very important to me. To prove -uh- something to myself and to my parents. I have a close relationship with them, and I wanted to be sure I could go away and not regret it.

Some mentioned the hope that when they married, their family would have the same close relationship. For the most part, then, this desire for independence was not related to any desire to "escape" from an undesirable family environment.

The commuter men often favorably compared their freedom and independence at the University to the lack of freedom and independence in high school.

> Well - uh - they give you the material of what they are to teach and it's up to you to learn and to apply this material, whereas in high school they - uh - kept pounding at you until you did learn it.
>
> If you flunk out it's your own fault, it's nobody else's but your own. That's what I think and I told them, "You'd better be prepared to keep going, boy, because in high school there's always teachers, get this in, get that in, come to class". If you don't come to class you get in trouble. Here, they don't care. As long as you give them the money you can do what you want. You can waste your time or you can make good use of it.

At the same time, however, many students found it difficult to accept responsibility for this new independence in the academic area. This difficulty seemed more pronounced for the men than the women. They talked frequently of the necessity of keeping up with the course work and of the problems involved when they got behind.

> You know - I let it go until the last minute. I can't - I can't work hard unless the pressure is really on.
>
> I play pool, play cards, play ping pong. Once in a while I'll look at a book, very, very rarely.
>
> ...You have to want to do it I think, I mean nobody's going to push you into it. Studying and stuff like that. If you don't want to do it you don't have to do it. Maybe there should be something that makes you want to do it more.
>
> ...It's all right for a person that really wants to get a good education. I mean they're going to do it. But someone that's sort of in the middle, it sort of gives them a chance to not do so much.

Part of the problem men had in studying seemed to stem from their high school experiences. They did not like high school; high school homework assignments "turned them off". Their energies focused on turning in required "busy work" assignments; now that no one was "on their back", they were not prepared to study.

TABLE 2

VALUES OF THE UNIVERSITY EXPERIENCE

Valuable Experiences	Group RM	CM	RW	CW	Total
Independence/being on my own/freedom/ liberalism of university/responsibility/ being treated as an adult/adjusting to completely new environment	11	9	11	7	38
Opportunity to meet people with different values/meeting faculty/reconsideration of my values/new ideas/questioning atmosphere	9	7	7	10	33
Making new friends/meeting upperclassmen/ residence advisors/friendliness of students/ mixers	3	5	6	3	17
Learning/courses/learning to enjoy studying/ the teachers	2	10	1	2	15
The general university atmosphere/the total university experience	2	5	2	2	11
University facilities..Norton Union/library/ student clubs/availability of things to do/ opportunities available	3	4	1	1	9
Residence living/learning to live with people	2	-	4	-	6
Haven't thought about it/can't answer now	-	2	2	1	5
Miscellaneous: architecture/size/ROTC/recitation sections/speed reading course/teaching aids	1	2	-	1	4
University staff	-	-	2	1	3
Nothing	-	2	-	-	2
Total Number: Responses	33	46	36	28	143
Total Number: Students	21	34	21	20	96

The second major value of the University experience, stated by a third of the students, was that of meeting people with different backgrounds. This factor, too, was more powerful for the residents. They found themselves living with people of different geographical, cultural and religious backgrounds, different values, etc. For the first time, for most, they were interacting with a heterogeneous group. Many saw this as a worthwhile, positive experience. It caused them to reassess their own values and to be far more tolerant about the point of view of others.

> I came from a small high school - you know - in the country-type of situation, and I got here - I mean people - you know - like I never knew existed before. I'm just - you know - finding out a lot. I'm having a ball.

> Well, college, even though it's different, I still like it, I think. It's one of the best things that ever happened to me. I've learned a lot about, not just class work, but other people, too. Before I came here - you know - I had - I sort of had some prejudices, a lot of them. I don't have them anymore. I meet the people and see what they're really like.

The commuter men talked less frequently than the commuter women about the value of meeting people at the University.

The third value was the social life. Most students indicated a desire to meet more people, to have more friends, etc.

Most of the students maintained that it was easy to make friends at the University. The most frequently given reasons for this ease were the informal, relaxed atmosphere of the University and the fact that everybody <u>needed</u> to make friends, because most of them didn't know anyone on campus. Several students said that it was easier to make friends here than in high school because cliques had not yet formed. A third reason for the ease in making friends was the fact that the students had a great deal in common. Many shared common problems and interests. A few students maintained that part of the reason was due to the many opportunities for meeting people and the fact that there are so many people around.

Some students said that, because of the size of the University, although they met people, they seldom saw them again. Hence, it was easy to make acquaintances, but not easy to make friends.

The minority of students who felt that it was difficult to make friends gave as reasons the fact that they themselves were shy, that the people were very "different", that older students were harder to meet, that classes were too large. For many commuters there was the additional fact that they were seldom on campus except for classes.

At the time of the interviews most of the students said they had really not thought much about dating. They were too busy becoming adjusted to the new environment.

TABLE 3

DATING: EXTENT OF COLLEGE DATING
COMPARED WITH HIGH SCHOOL DATING

Dating	Group RM	CM	RW	CW	Total
More in College	2	1	6	2	11
Same in College as in High School*	7	23	9	13	52
Less in College	12	10	5	3	30
Total Number: Responses	21	34	20	18	93
Total Number: Students	21	34	20	18	93

*Includes four students (3 male commuters) who never date.

The number of resident men who were dating less in college than in high school exceeded the number whose dating frequency remained the same. This relationship was reversed for the commuter men.

Only three men, compared with eight women, were dating more frequently in college than in high school.

Almost a third of the students were dating less in college than they did in high school.

The most frequently given reasons for dating less in college were time and the fact that the student had a "steady" at home. The "steady" also accounted in part for the commuters who were dating the same in college as in high school.

Women's dating frequency in college was, in general, the same as in high school. However, they found dating at the University to be more diversified as to dating partners, social functions, and times of dating.

Some women had no difficulty in meeting men, others stated they had not yet met any. This appears to be a function of personality rather than climate, as the University is perceived by most to be a friendly place, where it is easy to meet people and where the facilities for socializing are extensive.

The fourth major value was learning. This was mentioned by a larger proportion of commuters than residents. This difference was primarily accounted for by the commuter men. This might be because the "value of learning" is taken more for granted, and therefore, not mentioned by the seemingly more "intellectually-oriented" resident students (as revealed by various comments in their interviews). Also the previously mentioned, newly-acquired values of independence and meeting people of different backgrounds possibly overshadowed the older, more stable attitudes toward learning on the part of residents.

To summarize, independence, meeting people with different values, making friends, and learning were cited as major values of the first few weeks in this University.

Concerns

The overriding concern of freshmen during the first few weeks of college was grades, as indicated in Table 4. The term "grades" was the immediate reply of more than half of them to the question, "At this time, what are your concerns?"

The preoccupation with grades resulted, in part, from information, or misinformation, as the case may be, provided freshmen before they began their college careers. Some had been given unrealistic information about the failure rate at the University.

An additional factor was an awareness of stronger competition at the University. In high school, these freshmen were "good" students; many of them did not have to work hard to earn high grades. At the University, however, all students are "good" students.

> ...I'm very scared of grades among these grade-happy kids. I'm very frustrated about this. I - I don't know - grades have always been pushed on me so much...
>
> I feel more pressured here for marks than I did in high school. In high school I was able to get by - you know - reading once through the textbooks and in order to be able to get by in college, I don't know, I just feel that I've got to drive myself, to do more work. So far it's worked out all right.

Also affecting them was the different manner in which classes are handled at the University. The students were not accustomed to the rapid pace, the lack of repetition in the presentation of material. In high school, material was "spoon-fed" to them, constantly reviewed, etc. A whole new approach of studying is required here.

> ...like, in high school, they teach it to you and then they - then they give it to you home, for homework or something, and here they don't teach it to you, they give it to you for homework so you have to do it on your own.
>
> I think high school it is presented to you and all you had to do is memorize it. But here, I think you have to - uh - understand it and teach it to yourself. And I think it's a lot - lot more work than high school.

Finally, many of the students had already taken examinations at the time of the interviews and had not done well.

> Well, I could say from my experience the first few weeks, you figure college is a snap. You got it licked and you are going to be a big man. That's

> how I felt until about, let's see, was it three or four weeks afterwards, the tests came. Then you see how big a man you are! You're not, you're not. You're gonna learn awful - I learned awful fast - that - uh - it's not a snap and that - uh - if you think it is, then you might as well just forget about it 'cause if you're not gonna study or do much or accept the responsibility of studying on your own, doing your own work, then, I don't know, you're not, you're not made for college. That's all I can say.

Grades were the primary concern at this stage in their careers because these students wanted very much to remain in the University. A college education is a <u>necessity</u>, both as a ticket of admission to the vocational world, and as a source of pride to themselves and to their parents.

> I figured now is the time that I got to prove to myself that I can do it, that I can get a good job, I can make my parents proud of me, keep the family proud of me. 'Cause if I don't get through college I'm going to be killed, I know it...
>
> I want to get through, they say it's quite a feat to get through four years at U. B. There are an awful lot of distractions, socially there are. I think I want to get through, I think if I get through four years at U. B., I will have proved something to myself that I can do it. That I am intellectually equal to other people who have done it and that I have kept a balance in my own life between intellectual work and social work, or social fun.
>
> The reason that I think that I'm most concerned about grades is because I want to stay in. ...If all of a sudden, say I should fail out of the University, I would feel a tremendous loss. ...I don't know what I'd do if I ever - if I ever - didn't have college training.
>
> [I don't want to be] left a complete failure, a college drop out.

As indicated in Chapter VI, reasons given for coming to the University, especially by the women, included the fact that "everybody was going" and that "there was nothing else to do". In spite of these motives, however, they very much wanted to complete college.

The resident women, compared with the commuter women, seemed less concerned about their studies. On the other hand, the resident students more often than the commuters were concerned about social life, about meeting people. This can probably be accounted for by the fact that the residents were required to develop new friendships at the University, whereas the commuters, if they desired, could maintain relationships with people whom they knew in high school. Hence, it is not as crucial for a commuter to meet new people. Several of the resident women stated that they were apprehensive, even before coming to the University, about whether they would be able to get along with people, would be accepted, and would feel "comfortable" at the University.

As indicated in Table 4, another concern was their future. This, of course, is directly related to the preoccupation with grades.

> ...I've got many interests - you know. I just have to decide which one I want to go into for four years and it is hard to decide when you are - you know - ever since I've been starting in high school they said, you've got to start deciding what you want to do with the rest of your life and I think that it is kind of - uh - I don't think that it is right for a fifteen, sixteen year old kid to decide what they want to do with the rest of their lives...

When the question was pertinent, students were asked how the University could help them with their concerns. The typical response was that it would help to have someone with whom they could talk about them.

In terms of overall "adjustment" to the University, the adjustment problems of residents seemed more serious than those of the commuters. This is to be expected since the residents have more to adjust to. For them, the college experience is a totally new experience. In addition to the pressures of coursework, they had the additional pressures of learning how to live with other people and of being away

from home, many of them for the first time. The reaction to living away from home varied among the residents. To some, it was a threatening experience. To others, it was exciting. Some students who felt somewhat comfortable living in the residence hall mentioned that they learned how to be away from home by going to camp.

TABLE 4

CONCERNS OF FRESHMEN

Concerns	Group RM	CM	RW	CW	Total
Grades/staying in school/time/study habits	17	27	15	16	75
Social life/making friends/inter-personal relationships/marriage	6	9	9	3	27
Future/succeeding/job/deciding on a major	3	9	3	4	19
Adjusting to University environment	3	2	4	1	10
World situation/draft/war	2	6	-	2	10
Learning/gaining a good education/gaining experience/developing values	3	2	2	2	9
Enjoying self/being happy/health	-	2	3	2	7
Money/car	1	3	-	-	4
Religion	2	-	1	-	3
No concerns	-	-	-	2	2
Total Number: Responses	37	60	37	32	166
Total Number: Students	21	34	22	21	98

Primarily because of this concern with grades, most of the students were under time pressure. This issue of time was a major theme underlying the interviews. In some cases this pressure was severe, especially for engineering students.

Some of the students felt guilty whenever they wasted time or whenever they

became involved in social rather than academic pursuits. They had an omnipresent "nagging" feeling that they should not be going out, but rather should be putting all their time into their course work. Others felt they were putting all their time into course work and didn't like it. Still others had found a satisfying balance between work and play.

> ...I find that if I'm out doing anything other than my homework I feel guilty.
>
> I do nothing all the time but sit around and study. It's ridiculous.
>
> I find time for homework and I find time for goofing-off and having fun...I'm getting all my assignments done. I'm not behind in anything yet.

The time pressure on commuters was greater than that on residents. Four factors may account for this difference. First, commuters apparently had more difficulty with course work than residents. Second, as indicated in Table 8, many more commuters than residents worked.[1] Third, commuters spent time traveling to and from the campus. Fourth, many commuters have responsibilities at home. In many cases the issue did not seem to be time per se, but rather it's efficient use. For example, many of the students commented that they had a lot more time than they had in high school, but that they found themselves wasting a great deal of this time. They saw as part of their new independence, the responsibility of efficiently using their time.

This problem of using time efficiently especially concerned the commuter men. Female commuters, on the other hand, maintained they simply did not have enough time.

[1] Data on student employment is presented in Chapter IV.

CHAPTER III

ATTITUDES AND OPINIONS ABOUT THE UNIVERSITY

General Attitude

Responses to the question, "How do you feel about being a student at U. B.?", ranged from positive to negative.

> I'm very enthusiastic about this school.
>
> ...most of the people that I've talked to find - uh - you know, I find that they really like it and they wouldn't change and that they are glad that they came out here.
>
> I have a completely negative attitude toward the school.

Many students were proud to be at the University. For some of these students, however, the pride was not a function of being at SUNYAB specifically, but rather pride in being in college.

> I'm proud that I come, I'm going to college, and it doesn't matter what college I'm going to as long as I'm here.

Approximately one-fourth of the students stated that they were proud that they were U. B. students. Typical reasons given for this pride were that they enjoyed the University and that the University had a good academic reputation.

Although the University was not the first choice for all these students, in general, they perceived it as a quality school. Some of the resident men were not overly enthusiastic about being students at this University. Although they considered the University to be a good school, had they been able to afford it, they would have preferred an "Ivy League School." This was especially the case for the men who had planned to attend college since they were very young.

The attitude of the resident men toward the University was more positive than that of the commuter men. To many commuters, the University was "the school down the street." The resident women, however, did not feel as strongly about the University as the commuter women.

Reactions to the size of the University varied. Many of the students selected the University, at least in part, because of its size. They wanted to go to a large university because of the diversity of opportunities it affords them. Others would have preferred a smaller school where it would be easier to interact with students and faculty.

> ...my very first reaction when...I saw these big high buildings and my friends and I were really awe-struck, you know - we were really shocked but - uh - when you get to be a part of it, it doesn't - it doesn't - you know - the size and everything doesn't affect you at all.
>
> ...I mean, the large part of the school, the largeness doesn't aggravate me.
>
> ...I have decided that this school is too big for me, I think, actually. Everything seems awfully impersonal. I think sometimes, I think I'd rather go to a small college where you can get to know more people...like you meet somebody one day here and maybe you never see him again for three months. There are so many people here. But in a small college you meet somebody you see him everyday or something.

As indicated in Table 6, a small number of students, most of whom were commuter men, were opposed to the dress and behavior of the "radical element" on campus. They felt that these students mar the image of the University.

> Sometimes the students, well - uh - the way they dress, the way they act, it's up to them, but sometimes they ruin the whole image of the whole school by the way they dress and act, act especially. It really doesn't bother me the way they dress or the way they comb their hair or anything, but when they act in such a manner that, like a juvenile or just getting attention then this I think ruins the whole reputation of the school. I think the school does have a pretty bad reputation in the area...now the everyday kid that goes to school, they forget about them in a day, but the odd ones, they're the ones they remember when they think of the school...a lot of people, I know, they really don't think of U. B. as a top-rated school, because of some of the students.
>
> There are some people at the University that are pretty way out...

Facilities for Socializing

The facilities for socializing were seen by the majority of the students as being very good. Norton Union was especially popular with freshmen. Almost one-fourth of the students explicitly mentioned the facilities in Norton Union. The minority of students, who did not consider the facilities for socializing to be good, stated that socializing was restricted to that done by the fraternities and that there was little to do weekends, especially with a date.

> ...weekend nights you really have, as a freshman you really have no place to go. You're not in a fraternity and - uh - you usually don't have a car and - uh - it's pretty bad.

School Spirit

Responses to the question of school spirit are difficult to discuss because school spirit meant many things to the students. To some students, school spirit was limited to football games. To others it was a more pervasive atmosphere. There seemed to be wide differences of opinion about the school spirit at the University. Approximately one-third of the students thought that the school spirit was weak, that there was extensive apathy. Reasons given for this included the fact that the school was very large, and hence, had many different factions, and the fact that there were simply too many people.

About one-fourth of the students, on the other hand, felt that the school spirit was quite high.

Many students pointed out a distinction between residents and commuters, maintaining that, in part, school spirit was limited because the commuters "go home" and are not involved in the University.

Approximately ten percent of the students responded with, "I don't know". They were simply not involved, had not noticed, had not had a chance to determine this.

Four students claimed that the upperclassmen had told them that the school spirit was better this year than it had been in the past. Four students said that some students have school spirit and some do not, that school spirit is an individual thing. Students who had attended football games felt that the school spirit was good. Many students felt that the fraternities were the vital factor in the school spirit. They were an important factor in meeting people, in the general social life of the University, and in the University extracurricular activities. Some students expressed interest in becoming members of a fraternity.

Attitude Toward Residence Living

Although residents objected to particular aspects of residence living, their general attitude toward it, as indicated in Table 5, was positive.

Approximately half the residents explicitly stated that they enjoyed residence living. Interestingly, most of these responses were from women.

Approximately one fifth of the resident students responded negatively[1] to the question, "Do you get along amicably with your roommates?" This is an important factor since residents who did not get along well with their roommates felt less positive about the total University experience. The effect of living conditions on "happiness" is a most pervasive one.

Many of the students in the residence halls maintained that they learned more in the residence halls than they did in their classes. They frequently had lengthy

[1] In Table 5, only two students responded to the question, "How do you feel about residents living?" by stating that they didn't get along with their roommate. Yet, in response to the explicit question, "Do you get along amicably with your roommate?", nine students responded negatively! This is an example of the point made under Limitations of the Study to the effect that responses in frequency tables should be considered "lower limits".

conversations with other students in their rooms and found these discussions very worthwhile. As discussed in Chapter II, this initial encounter with people from diverse backgrounds, while threatening to their existing value structure, was exciting, stimulating, and educationally valuable.

Most residents maintained that the residence rules did not bother them, that there weren't too many, that they were lenient, and, indeed, that they were sensible.

> ...I don't find that this place particularly confines me.
>
> ...I don't think that there are any unnecessary rules that are just hanging around burdening people.

As would be expected, there were divergent opinions as to the value of specific rules. Some girls felt girls should have curfews, others felt they should not. So too, with the reactions of the men. Most of the men were opposed to the drinking restriction, claiming that it served no purpose and could not be enforced.

In general, the resident men enjoyed living in Allenhurst, and preferred the living accommodations in Allenhurst[1] to those in the Tower Dormitory. However, most of them complained about the transportation problem. They felt that buses did not run frequently enough. Some said that because of the distance from the campus, they had not become as involved in University activities as they would have if they lived on campus. Some dated less frequently than they had in high school because they were away from the campus and had no car.

[1]At Allenhurst, students live in apartments rather than in dormitory rooms. They are located in a residential area rather than on campus.

TABLE 5

ATTITUDE TOWARD RESIDENCE LIVING

Attitude	Group RM	Group RW	Total
POSITIVE			
enjoy it/fun/like it	6	17	23
*facilities good: kitchen/comfortable/area nice/ more room/better arrangement/rooms nice/more quiet/ easier to study	10	1	11
meeting people/learning to live with others	2	7	9
being on my own/freedom/independence	6	3	9
*enjoy "apartment" living	5	-	5
NEUTRAL			
some aspects good, some bad/"OK"	-	2	2
NEGATIVE			
*transportation inconvenient	11	-	11
difficult to find quiet place to study	2	2	4
don't like dormitory living/no variety/ cold atmosphere	-	3	3
don't get along with roommate	1	1	2
food	1	-	1
crowded	-	1	1
don't get enough sleep	1	-	1
Total Number: Responses	45	37	82
Total Number: Students	21	22	43

*The resident men live "off campus", in apartment buildings.

Objections to the University Experience

About one-third of the students had no objections to the University experience.

The most frequent objections, included in the "atmosphere" category of Table 6, referred either to the size of the school or to the size of the classes. This factor is discussed in Chapter V.

The second and third most frequent sets of objections referred to various administrative policies and to the facilities. Objections to facilities primarily referred to the transportation problems of the resident men in Allenhurst and to the food.

Sex differences were evident in objections to the faculty, the atmosphere and the facilities; in all three cases, a higher proportion of the men than the women voiced complaints. (Differences in facilities may be accounted for by the fact that the resident men have a special transportation problem.)

Residence differences were evident in objections to the faculty and to the facilities. The commuters, more frequently than the residents, objected to the faculty; as expected, the residents more frequently objected to the facilities.

TABLE 6

OBJECTIONS TO THE UNIVERSITY EXPERIENCE

Objections	Group RM	CM	RW	CW	Total
NO OBJECTIONS	2	12	5	11	30
ATMOSPHERE size of school/size of classes/impersonality/ temporary buildings/weather/lack of "college community"	6	11	4	4	25
ADMINISTRATIVE POLICIES AND PROCEDURES; STAFF drop & add day/waiting in lines/"red tape"/ "buck passing"/orientation/incompetent advisors/ heavy course schedule/inconvenient course schedule/ROTC/residence regulations	5	7	6	4	22
FACILITIES food/transportation/parking/Norton Union crowded/study facilities/residence furnishings	12	3	3	1	19
FACULTY incompetent/don't care about students/ don't understand students' point of view/ course assignments	3	6	-	3	12
TESTING POLICIES not enough exams/computer grading/no feed-back on exams/not enough time to complete exams/ grading practices/exam content	3	4	1	2	10
STUDENTS apathy/behavior & dress/"phonies"/"leftist control"	2	4	3	1	10
COMMUTING	-	-	-	2	2
HOMESICK	1	-	1	-	2
HAVEN'T THOUGHT ABOUT IT/CAN'T ANSWER	-	-	2	-	2
Total Number: Responses	34	47	25	28	134
Total Number: Students	21	34	19	20	94

CHAPTER IV

INVOLVEMENT IN THE UNIVERSITY

Several indices provide evidence of student involvement in the University. First, we can ascertain the extent to which students have already become involved in extracurricular activities, and/or their interest in becoming involved in the near future. Secondly, for the commuters, we can determine the extent to which they socialize with people they have met at the University, as opposed to people they knew in high school. Finally, student involvement may be inferred from attitudes toward student power in the decision-making processes within the University.

Interest in Extracurricular Activities

Involvement in extracurricular activities, as indicated in Table 7, varied extensively. Some students had already joined one or more activities. Most had not yet become involved. Their stated reason for this, typically, was that they were taking the first semester to become adjusted to the University and to determine how much time they would have available for organized activities. As indicated earlier, students were very concerned about remaining in the University and felt priority should be given to studying.

> I didn't want to get involved in -uh- organizations -uh- right, the first semester, probably the first year. Like I said before, I'd like - like to put more -you know- spend more time on my books, and - -uh- -you know- get things rolling first.

> If I can get through this semester and next semester I would like to [become involved in campus organizations] because I don't feel like flunking out right away - my mother will kill me...

Others stated an interest in becoming involved in organized campus activities, but they simply hadn't gotten around to it yet. Apparently, involvement in organized campus activities did not assume vital importance during the first few weeks of the freshman year.

To some extent involvement was a function of personality differences. Some students aggressively sought out groups to join. Others had the interest but not the initiative.

Some students were totally uninterested in participating in organized activities. Nine of the fourteen in this "not interested" category were commuter men, comprising 25% of that sampled group. Not one resident man said he was uninterested. Only a few women, either resident or commuter, fell into this category.

The residents participated more in campus activities than the commuters. More resident (29%) than commuter (11%) men had already joined at least one organized campus activity. Apparently the inconvenience caused these residents by the fact that they were housed off-campus was not sufficient to deter them from becoming involved. The same pattern existed between resident (33%) and commuter (21%) women.

To some extent the rather limited involvement by all groups may be due to the fact that, in high school, students joined activities because they were "supposed to", or because it would look "good" on their record, which might help them gain admission to college. In college, however, they joined an activity because they wanted to. Perhaps time, typically given as the reason for not becoming involved, was not the only issue. Rather, perhaps the students really were not interested.

Commuter participation in campus life varied. Some stayed on campus all day and sometimes into the evening; others went home directly after classes. Thus, some attempted to become as much a part of the University life as they could; others, in

effect, "lived in their former world".

Many commuters pointed out that it was difficult to come back to campus in the evening for social events, because of the time involved in traveling back and forth, and/or because they had transportation difficulties. Further, a few mentioned that they were being pressured by their parents for spending too much time on campus!

Both residents and commuters were aware that there were significant differences between the groups on the participation issue. Both groups recognized the lack of involvement of the commuters.

> Most of the student activities here are run by more of the students who come here from out of town than the ones who commute.

> Since I'm a commuter, I don't spend too much time here, except for studying, see, or for my classes, so I don't - I don't use any of the facilities at all.

As mentioned earlier, this, in part, was seen to account for the limited "school spirit".

Generally speaking, for the residents the University is their "community". The commuter, on the other hand has another "community" to which he may turn, outside the University. It is almost as if these two groups constituted two totally different populations!

> If you live on campus, school's your whole life. You - like at night, I can go home and if I want to go out, I can go out with friends that I have in my own neighborhood, but if you live out in the dorms...

To summarize, the impact of the University on commuter men is less than for the other groups because of their limited participation in its "life". What factors account for this? To begin with, many commuter men were here primarily for vocational reasons. They were typically preparing for a profession. Their

purpose in coming to college was to prepare for this profession, not to obtain a liberal education. They preferred to devote their time to studying for this profession rather than to participate in extracurricular activities. Although there is extensive overlap in the average high school academic achievement of the commuter and resident students, that of the commuter is slightly less than that of the residents. The commuter, then, may be required to put more effort into his studies. Additionally, as indicated in Table 8, many of the commuter men worked part-time, further reducing free time. Time demands were also, sometimes, made by parents. Finally, the high school friends of the commuters were frequently still available, and they preferred maintaining relationships with these friends to establishing new relationships. Because they remained in the same environment, they could maintain activities they previously engaged in. Why become involved in a new activity if you are already involved in some?

How did the commuter men feel about this "alienation?" Again, individual differences were evident. Some would very much prefer having gone away to school, if finances had permitted, so that they could have become more involved.

> ...If I had it to do over again, I'd like to go out of town, simply for the fact that I'd be on campus all the time. And I wouldn't have to worry about getting up and back and worry about stuff at home. I'd be right on campus, I'd just, could live in it more --- live in the University itself.

Others were not at all concerned about this situation. Still others wished to have nothing to do with the University outside of classes.

TABLE 7

STUDENT INTEREST IN CAMPUS ACTIVITIES

Interest in Activities	Group RM	CM	RW	CW	Total
Interested, but waiting until settled/ waiting to see how grades are/no time	11	21	11	11	54
Interested; have already joined	6	4	7	4	21
Not interested	-	9	2	3	14
Interested, but don't know how to go about it/ haven't looked into it yet/don't know what exists/ haven't decided which ones to join yet/haven't joined yet	5	3	3	2	13
Haven't thought about it/don't know yet	2	1	-	-	3
Total Number: Responses	24	38	23	20	105
Total Number: Students	21	36	21	19	97

TABLE 8

STUDENT EMPLOYMENT

Employment	Group RM	CM	RW	CW	Total
Not working	18	23	20	11	72
Not working, but looking for a job	1	1	-	3	5
Working 1-10 hours per week	-	2	1	3	6
Working 11-20 hours per week	-	7	-	4	11
Working more than 20 hours per week	-	1	-	-	1
Working (hours not provided)	2	-	-	-	2
Total Number: Responses	21	34	21	21	97
Total Number: Students	21	34	21	21	97

Note: Some students who were working part-time did not see their job as a burden; in fact, they saw it as an "escape" from the academic life. It gave them a chance to do something else, to "get away from it all". Further, some felt that the experience was worthwhile, and would benefit them in the future.

Friends

For the commuters, involvement in University life can be measured to some degree by the extent to which they socialized with people they had met at the University. The commuters have an option of forming new relationships and/or of relying on previously formed ones for their social life.

Commuter women had a totally different pattern of behavior than did the men (see Table 9). Whereas the largest proportion of men spent more of their time with former friends than with college friends, the largest group of women said they equally divided their time between old and new friends. As the men explained it, they already had friends, and therefore didn't need to meet new people! As mentioned previously, the "friendliness" of the campus appears to be, in part, a function of the necessity to be friendly.

TABLE 9

PROPORTION OF TIME COMMUTERS SPEND WITH OLD AND NEW FRIENDS

Time Spent With Friends	Group CM	CW	Total
More time with high school friends	17	6	23
Equal time with high school and with college friends	8	9	17
More time with college friends	10	5	15
Total Number: Responses	35	20	55
Total Number: Students	35	20	55

Student Power in the Administration of the University

Another index of involvement in the University may be obtained by assessing opinions about how much power the students feel they should have in the ongoing operation of the University. Here again, the commuter men seemed less involved than the other groups. As indicated in Table 10, three of the five "indifferent" responses to this question were given by commuter men.

TABLE 10

STUDENT POWER IN THE ADMINISTRATION OF THE UNIVERSITY

Student Power	Group RM	CM	RW	CW	Total
Students should have a strong say, but administration should make final decision	12	13	19	13	57
Depends on type of decision/depends on issue	4	5	1	3	13
Administration should make final decision	2	8	1	1	12
Students should make final decision	3	3	-	1	7
Students and administration* should have equal power	-	4	-	2	6
Indifferent/don't care who has power/don't know	-	3	1	1	5
Total Number: Responses	21	36	22	21	100
Total Number: Students	21	36	22	21	100

*Includes faculty.

Students took a moderate position on the question of the extent of student control in decision-making in the University. Many of them felt that the administration should consider the student's point of view, but most believed that final decisions should be made by the administration, not by the students.

> They were accepted here as a student and - uh - not as an administrator - you know. ...but let's face it, after all we're only students; we're not - we're not get - we're here to study and get an education. We are not here to make other peoples' decisions who are paid - who are getting paid - you know - for that.

Only seven students, six of them men, felt that the students, regardless of the issue, should make the final decisions.

Several interviewees felt that students at Buffalo did, in fact, have a great deal of power. Some of them compared power at the University, not with student power at other universities, but rather with student power, or lack of it, in their high schools. With that perspective, the University students seemed very powerful.

CHAPTER V

THE ACADEMIC LIFE

Attitude Toward Faculty

The general attitude toward the faculty was positive.

> I like them for the most part. Basically, I love it. ...Really stimulating. I really enjoy it, a lot of it.

Exceptions were evident.

> I was very disappointed in a lot of the teaching here. I really was. But you just have, well, you have to live and learn, grin and bear it.

As indicated in Table 11, four times as many positive as negative statements about the faculty were made. In many cases, a given student made both positive and negative evaluations, corresponding to his perceptions of individual faculty members. Approximately 20% of the comments referred to the fact that the student was expected to assume personal responsibility for learning the material.

Faculty were seldom criticized for subject matter incompetence; rather, criticisms related to their inability to communicate the material to the students and/or their lack of understanding of the students' problems.

> I think that most of them are real - really smart. But some of them can't get their material across. Others are so smart that they go too fast for the students...just can't catch up to what they're teaching.

> ...One class I have, the guy, he doesn't even give you a chance to listen to him. All he does is keep talking and talking, and you try and take a couple of notes and you're lost.

TABLE 11

ATTITUDE TOWARD FACULTY COMPETENCE

Faculty Competence	Group RM	CM	RW	CW	Total
POSITIVE Good/challenging/stimulating/ like them/competent/interesting	20	27	15	22	84
NEUTRAL Some good, some bad/OK	5	6	8	5	24
NEGATIVE Not good/inadequate/dull/ not as good as in high school/ not as good as expected	6	5	6	2	19
*LEAVE RESPONSIBILITY UP TO STUDENT Don't spoon-feed/force you to teach yourself	3	14	7	6	30
Total Number: Responses	34	52	36	35	157
Total Number: Students	21	33	22	18	94

*Three women and one man felt that leaving the responsibility up to the student was "bad."

Commuter women made more positive statements about the faculty than did the resident women. Fewer neutral and negative evaluations were made by the commuter men than might be expected on the basis of their greater representation in the sample. To the commuters, the faculty in general, were "good."

Reactions to graduate student teachers and foreign instructors, however, were typically negative. Five students "liked" having graduate students as instructors. Fourteen "disliked" them, for two major reasons. First, they were perceived as lacking interest in students, of "not caring." Secondly, they were perceived as incompetent.

Negative reactions to foreign instructors were caused by communication problems.

The most frequently cited characteristics of a "good" teacher included the ability to hold the students' interest (27%), an understanding of the material (10%), and the ability to "get the point across" (8%). Table 12 presents these and other qualities which, in the students' eyes, constitute a good teacher.

The most frequently mentioned negative criticisms included boring presentations (20%), repetition of material in the book (10%), lack of practical application of material (10%), confusing presentations (8%), insufficient explanations (8%), and too rapid a pace (8%). Other student observations of poor teaching are presented in Table 13.

Some students may not have cared what the faculty were like, but, for most students, the role of the faculty was most potent.

> I don't think the physical atmosphere means that much although the - ah - I think the most important thing is the - is the faculty. It - it's the most important thing.

TABLE 12

CHARACTERISTICS OF A "GOOD" TEACHER

"Good" Characteristics	Group RM	CM	RW	CW	Total
Holds your interest	5	9	7	7	28
Knows his material well	3	3	2	2	10
Gets his point across	2	2	3	2	9
Humorous	3	4	-	1	8
Dynamic/enthusiastic	3	2	-	1	6
Well organized/logical, clear explanation	5	1	-	-	6
Allows students to participate	3	3	-	-	6
Very smart	2	3	-	-	5
Uses different approaches	1	1	1	1	4
Knows "how to teach"	2	1	-	-	3
Understands students' problems/ "cares" whether students learn	-	-	2	1	3
Encourages questions	1	1	-	1	3
Makes you think	1	1	-	1	3
Relates to contemporary things/gives applications	-	1	1	-	2
Gives problem, work in class, reviews problem and work	-	2	-	-	2
Speaks right to you	1	1	-	-	2
Interested in his own work	-	1	1	-	2
More moderator than lecturer	1	1	-	-	2
Corrects and returns homework	-	1	-	1	2
Can tell when students really don't understand	1	1	-	-	2
Can handle a class	1	-	1	-	2
Total Number: Responses	35	39	18	18	110
Total Number: Students	14	19	12	11	56

TABLE 13

CHARACTERISTICS OF A "POOR" TEACHER

"Poor" Characteristics	Group RM	CM	RW	CW	Total
Boring/lacks enthusiasm	7	6	2	4	19
Repeats book/no additional information	3	4	1	2	10
No problems/no application of material	1	7	1	1	10
Confusing	2	3	3	-	8
Insufficient explanation	1	4	1	2	8
Too fast/gauges pace by "faster" students	1	4	-	3	8
Doesn't know material/incompetent	2	1	2	1	6
Expects you to be as smart as he is	2	-	1	2	5
Can't be heard	1	1	2	1	5
Doesn't want to teach/doesn't know when students don't understand	-	-	1	3	4
Doesn't allow time for questions/doesn't answer questions	-	1	-	2	3
Insulting/insulting to your intelligence/ talks to you like in kindergarten	2	-	-	1	3
Poorly organized	-	-	3	-	3
Can't control class	1	-	1	-	2
Not too intelligent	-	1	-	-	1
Abstract	-	-	1	-	1
No depth to material	-	1	-	-	1
Total Number: Responses	23	33	19	22	97
Total Number: Students	11	18	10	9	48

As would be expected, reactions to faculty "personality" varied extensively. Students' opinions seemed to place faculty members at various points on a "concerned-unconcerned" dimension. That is, some faculty were perceived as "willing to help", "concerned with students" and "understanding of the students' problems and point of view."

> I am pleasingly amazed. You know when you hear about going to a big campus it's supposed to be cold and no one is supposed to really give a darn, you know, whether you're here or not. But - uh - I found that they, in fact, I haven't met one yet, who is extremely apathetic to students.
>
> They all seem to care that, you know, whether or not you get the point, and if you don't, then they are always, you know, ready to answer questions.

Others were perceived as "unwilling to help", as "not caring", as "inaccessible."

> ...he - uh - comes in and gives us our next assignment - you know - after he has given us our lecture and leaves right away. And - uh - you know - you don't know where to see him or anything like that.
>
> ...my...teacher says - uh - the first day...a student asked him about his office hours and he said, "Frankly, let's face it." - you know - "with 150 kids, I have no office hours."

In general, student expectations about faculty proved basically inaccurate. Again, they had come to the University with some preconceived notions. They thought none of the faculty would "care"; they found that many did!

Many students commented that it was impossible to know faculty members. To a large extent, this was seen to be the inevitable result of the size of the classes. The students did not think they should bother teachers because they felt the faculty simply could not interact with such a large number of pupils. They did not resent this situation; rather, the feeling was a resigned "that's the way it is."

> They probably want to get to know some of them but, it's, it's just the way it is. They can't possibly get to know all.
>
> But I feel sort of awkward about saying something to the professors of my large classes, because I feel - I feel as though I'm not really a part of it, you know. Like he's just - you -uh- talking to us but he doesn't really know any of us individually...you feel sort of awkward about it because you - you - you really haven't established - any - anything like a pathway, you know - to sort of get there and I - I feel kind of funny about going to them even if I do have a problem...I think the biggest help would be if there could be smaller classes, but that's impossible.

When asked what kind of relationship they wanted with faculty, disregarding the problem created by the large number of students, approximately 60% said they wanted to be able to talk with faculty members in their offices about non-academic as well as academic issues (see Table 14).

> ...discuss - you know - some of the world affairs today. You know - get his views on it -- 'cause he's in a - you know - comes from a different generation. 'Cause, I know, on this campus it's basically, I don't know, it's -say - left wing -- at least those are the ones who make themselves heard... A few of my teachers might - you know - have a different viewpoint. You never hear that...I'd like to get some of it cleared up. Get some opposing viewpoints. My teachers would be the best bet for that.

Many indicated a desire to "know the teacher personally", not to know about his personal life but to

> ...know who they are and what they're like, besides just seeing them in the classroom.
>
> ...I found it more enjoyable to go to classes if I know the teacher personally.
>
> ...talk to him and see what kind of man he is.

Very few would like to establish a social relationship with faculty. They had no interest in interacting socially with faculty, didn't have the time, or thought a social relationship with faculty was "improper".

It's just - I - I just feel like I'm bothering them. I feel like I - they're over there and I'm over here and there's an imaginary line there and I feel, I don't know, uncomfortable if I'd cross it.

I don't think it matters that much really. I mean, I don't mind it being impersonal.

...I don't think that a social relationship helps. I think it makes you feel - uh - it's hard to explain, but when you - when you - when you socialize with your teachers then - then you lose something, along the line. Some sort or respect or something. And it doesn't become like a teacher-student relationship anymore and I think that that is necessary. You have to have a certain amount of respect.

TABLE 14

DESIRED RELATIONSHIP WITH FACULTY

Relationship	Group RM	CM	RW	CW	Total
Do not want to know them outside of class	5	6	4	6	21
Depends on the instructor	4	9	5	5	23
Want to talk to them in their offices, regarding academic issues only	3	12	6	6	27
Want to talk to them in their offices, regarding topics in addition to academic issues	9	13	7	6	35
Total Number: Responses	21	40	22	23	106
Total Number: Students	18	35	20	21	94

NOTE: Categories, with the exception of the "Depends..." category, are mutually exclusive. Hence, the discrepancy between the total number of responses and the total number of students is accounted for by students who responded both with "it depends" and with "I want to know [some of them] outside of class."

As indicated in Chapter III, ten percent of the students objected to the evaluation procedures used by the faculty. A few did not like the fact that their course grade was based on only two or three examinations. Some would prefer having more frequent examinations for two reasons. First, this would enable them to

know more accurately where they stood in a course. In the second place, their course grade would not be so dependent upon how they performed on one particular day.

> All the kids that you talk to about this stuff said they'd like to have more tests, even though it would be - you'd have to study more. You wouldn't have to study more, you'd have to study a little bit at a time, instead of waiting all at once and, "boom", it hits you as a unit. Otherwise, this way, you could gradually study and then you come to the final, you'd know, I think, you'd know a little more that way. The big gap is in between, when you really don't care about it. You don't care. You don't do your work. You don't do the work until, you know, that about a week before, you know, the test comes and then you really start cramming and that's no good. It doesn't work.

There were complaints about the structure of the objective examinations. It was pointed out that whereas the purpose of these courses was to educate, to encourage generalizations, principles, and understanding, the examinations measured only the ability to memorize specific, unimportant facts.

> I don't think these [multiple-choice tests] are really reflective of your understanding of the subject, which is what - what you go to the course...I don't think you really have to memorize material to understand it...so the... department which should be acutely aware of these things ignores them and gives you a recognition test and I thought it was kind of hypocritical. They're teaching you one thing and doing another.

Finally, there were objections to the time lapse between taking an examination and feed-back about results. In some cases, in fact, students did not receive feed-back. This, however, was more often the case with homework.

Attitude Toward Courses

Students' attitudes toward particular courses were extremely affected by their attitude toward the instructor in that course. In some cases, in fact, students were considering changing their planned major because of a faculty member. A faculty member either attracted them to a new area or discouraged them from continuing in their given area.

> I have really been influenced by a couple of my teachers. ...I've got Dr. ...for...lecture. He is very dynamic. You know, I- I think I'm going to major in [that subject].
>
> ...now, I don't even know what I'm going to major in. I mean, I did, but I don't anymore. I mean - like - I like the course, but I don't like the teacher.

General reactions to the course work[1] varied. The most frequent "positive" response was that the courses were interesting (N=25); the most frequent "negative" response pertained to the redundancy of material (N=18). Several students had negative attitudes toward the course work because they had a poor background for it (N=8), because faculty stressed theory without application (N=9), or because the course was too difficult, students didn't understand the material (N=16).

Some differences among the four groups were evident. Resident women gave fewer negative comments about their courses than did any other group. Commuter men gave the largest proportion of negative evaluations.

Recitation sessions were typically perceived to be of little help. This was due to the fact that the recitation presentation contradicted the methods presented in the lecture, which in turn differed from the text. The end result: a confused student. Another problem was that the recitation instructor merely answered questions. If the student didn't understand enough to be able to ask questions, he didn't profit much from the session. Further, some recitation teachers were criticized for having a poor grasp of their subject.

As would be expected, there were extreme individual differences in the students' attitudes toward particular courses. Whereas some students were excited by social science courses, others saw them as "ambiguous" or boring. Physical sciences were the favorite subjects of some, others "couldn't stand them".

[1] Reactions to specific courses are not included in this report.

Course requirements frequently did not match students' expectations. While the majority of respondents stated that their course load was about what they expected, of the remainder, more said it was "less than expected" than "more than expected." Again, some students have been "over prepared" for the University experience.

A similar distribution of responses to the question of the difficulty of the courses prevailed. The levels "as expected," "harder than expected" and "easier than expected" were reported by approximately equal proportions of students. Naturally, many pointed out that the difficulty level was a function of the particular course.

Many students were having difficulties with their course work, with keeping up with the readings, knowing what was expected of them, and, especially, understanding the material. Others, who were not having academic problems, nevertheless pointed out that it was difficult to keep up with the readings. The amount of reading required in the University was more than they expected.

Regardless of the difficulty of the course work, most students perceived courses in college as being very different from those in high school. First, in college, the student is on his own to a much greater extent. Secondly, the work is more difficult in college. Finally, the teaching method is principally lecture rather than discussion. Students preferred college to high school course work.

Residents were not having as much difficulty with courses as commuters. Many resident men mentioned there was less work than expected, they were "caught up" with their course work, and/or they were not having academic difficulties. Some, in fact, mentioned they would prefer more of a challenge.

Attitude Toward Class Size

As already indicated in Chapter III, several students objected to the large

number of students in their classes.

Objections to class size were typically based on two major factors. First, the number of students precluded opportunity to ask questions in class (N=22). Even in the case where the professor asked the students if they had any questions, students did not feel comfortable enough to ask a question. Many students felt they would have been greatly aided in their academic work if they had been free to ask questions in class. Second, the large number of students led to a mood of "impersonality", a lack of contact, of rapport, wherein the students felt the instructor didn't know who was in his class, and students didn't know each other or the faculty member (N=23).

> ...you're so far away...
>
> ...you lose your individuality
>
> ...you're not even a number...you're just a speck!

This anonymity was not a universal concern.

> And as far as the large classes and being anonymous, why, I don't feel that way. I mean, I- I may be anonymous to that teacher but I still have identity.

Four students preferred large classes because they didn't have to discuss anything, they could "disappear", there were no "teacher favorites".

CHAPTER VI

DECISIONS TO ATTEND COLLEGE

When?

Forty-three percent of the respondents maintained that it had always been expected that they would attend college (See Table 15). Only three students made their decision in their senior year in high school. Therefore, as a class, the Freshmen had prepared for college for a number of years.

> ...Something you have to do, almost. That's the way it's presented. ...If you do good in high school, you're expected to go to college. So, I'm just going along with everybody else.

Why?

As presented in Table 16, almost all Freshmen were encouraged to attend college by their parents. More than half of the parents wanted their children to go to college for vocational reasons.[1] (See Table 17).

Almost three-fourths of the students said that their personal objective in coming to college, at least in part, was vocational.[2] This vocational orientation was especially evident among commuter men. (See Table 18).

In response to the question, "Were there any other people who influenced your decision to go to college (in addition to your parents)?" most of the students replied, "No". After parents, students were most frequently influenced by teachers (N=17), friends (N=7), guidance counselors (N=6),[3] siblings (N=3), relatives (N=2), employers (N=1), and family friends (N=1). Several students responded to this question by stating that no one affected their decision, since it was always assumed that they would attend!

[1]Based on 49 students.
[2]Based on 47 students.
[3]Three students maintained that guidance counselors were of "no help".

TABLE 15

WHEN STUDENTS FIRST DECIDED TO ATTEND COLLEGE

Time of Decision	Group RM	CM	RW	CW	Total
It had always been assumed or expected	9	9	14	9	41
Grade school	2	3	-	2	7
Junior high school	4	7	5	2	18
High school (no specific year)	-	1	-	1	2
Freshman year	5	5	1	3	14
Sophomore year	-	1	-	1	2
Junior year	-	6	1	1	8
Senior year	-	1	-	2	3
Total Number: Responses	20	33	21	21	95
Total Number: Students	20	33	21	21	95

TABLE 16

ATTITUDE OF PARENTS TOWARD COLLEGE ATTENDANCE

Parental Attitude	Group RM	CM	RW	CW	Total
Parents encouraged*	20	33	20	16	89
Parents neutral	1	3	2	4	10
Parents discouraged	-	-	-	1	1
Total Number: Responses	21	36	22	21	100
Total Number: Students	21	36	22	21	100

*Includes one student whose mother encouraged, but whose father did not.

TABLE 17

PARENTAL REASONS FOR ENCOURAGING COLLEGE ATTENDANCE

Parental Reasons	Group RM	CM	RW	CW	Total
To attain a better occupation	6	16	3	7	32
To have a better education than they had/to have college graduate in family	-	6	2	7	15
To attain a better social position/attain respect	1	1	2	2	6
Parents went	1	1	-	1	3
To learn/have broader view of world	1	1	-	1	3
To get along with people	-	1	-	1	2
To marry	-	1	1	-	2
No place else to go/didn't want me to go in service	-	1	-	-	1
Insurance in case something happens	-	-	-	1	1
Total Number: Responses	9	28	8	20	65
Total Number: Students	8	23	7	11	49

TABLE 18

STUDENTS' REASONS FOR ATTENDING COLLEGE

Student Reasons	Group RM	CM	RW	CW	Total
It's required to get any place/to get a better job	7	11	1	1	20
Planning to enter specific* profession requiring degree	4	5	2	4	15
Everybody was going/it's expected/don't know/ didn't know what else to do/it's the thing to do	2	1	4	3	10
To learn	-	1	1	4	6
To develop myself	1	1	-	3	5
To learn to interact with people	-	2	-	-	2
To attain a better social position	-	1	-	-	1
I like school	-	1	-	-	1
To gain independence	-	1	-	-	1
Total Number: Responses	14	24	8	15	61
Total Number: Students	13	18	8	8	47

*Teaching, N=6; Dentistry, N=2; Chemistry, N=2; CPA, Engineer, Mathematician and Biologist, 1 each.

Why SUNYAB?

Several of the resident students gave as one reason for selecting SUNYAB the fact that it allowed them to move away from home, to be on their own. On the other hand, some of the commuters, who perhaps could financially have gone away to school, preferred to stay home.

Most of the commuter men were going to school in Buffalo because it was less expensive than going away to school. Some of the students also mentioned the fact that their parents wanted them to stay home!

The most frequently stated reasons for selecting SUNYAB included the fact that it was inexpensive (N=49), close to home (N=34), had departments in area of interest (N=23), and it was a good school (N=22).

Students who said they selected SUNYAB because it was close to home included commuters who were required to live at home because it was less expensive, commuters who wanted to live at home, and resident students who live close enough to Buffalo to be able to travel home weekends.

The majority of the students who selected SUNYAB because it had a particular school or department were referring to the professional schools.

To summarize, most students had planned for some time to attend college, were encouraged by their parents, came in order to attain a better occupation, and were influenced primarily by their parents.

TABLE 19

REASONS FOR SELECTING SUNYAB

Reasons	Group RM	CM	RW	CW	Total
Inexpensive	10	23	9	7	49
Close to home	2	19	-	13	34
Had department in area of interest	9	8	5	1	23
Good school	2	13	5	2	22
Away from home	6	-	4	-	10
Large school	2	-	7	1	10
Regents scholarship	5	2	2	-	9
Knew people here who liked it	2	-	1	2	5
Facilities available/diversity of opportunity	3	1	1	-	5
Not first choice but was accepted	3	-	1	-	4
Members of family graduated from SUNYAB	1	2	-	-	3
Liked U. B.	1	1	-	1	3
In a city	1	-	-	-	1
Proportion of men in student body	-	-	-	1	1
Tradition of academic freedom	1	-	-	-	1
Used to live in Buffalo	-	1	-	-	1
Early decision	-	-	1	-	1
Wanted university rather than college	1	-	-	-	1
Wanted a non-Catholic college	-	-	1	-	1
Less competition than at private college	-	-	1	-	1
Many people of same religion	-	-	1	-	1
Total Number: Responses	49	70	39	28	186
Total Number: Students	20	32	16	13	81

CHAPTER VII

FUTURE GOALS

Understanding college Freshmen requires more than inquiry into what is happening to them at a given moment in time. It requires that we ascertain what their hopes, aspirations, plans for the future are. In what manner do these Freshmen wish to change during their college years? To what extent can the University help them change? What are their vocational aspirations? What kind of person would they like to be ten years from now? How well formulated are their expectations for the future? Are they concerned about their future? Do they think about it?

Questions about their futures were the most difficult to answer. Many had never thought about them before.

How Students Would Like to Change During College

Most students expected to change while they were in college. They did not expect any basic personality changes; rather, they expected to become more mature, more educated, knowledgeable, independent, responsible and tolerant of the views of others. To many, college was the place where one went "to mature, to grow up". To some, it represented a "training ground" for becoming adults. This was very important to these students.

Vast individual differences were evident in response to the question, "How would you like to change during college?" The most frequently given responses were given by less than one fifth of the students. Several responses were given by only one or two students. Some students mentioned one or two broad changes, for example, to "become more educated", to "become more mature". Others provided an extensive list of rather specific changes. Still others said they did not want to change

at all. Responses were so heterogeneous as to almost defy categorization. (The reader is reminded that this table does not indicate how many students would like to change "Trait X" specifically; it merely indicates how many students specifically stated "Trait X" in response to an open-ended question!)

The changes most frequently mentioned by students included several personal traits: students wanted to become more mature, more self-confident, less shy, and more broadminded during their college careers. A disproportionate number of residents (N=13) compared with commuters (N=4) mentioned that they wanted to become more self-confident.

Other frequently given changes included becoming more educated and improving study habits. Proportionately more women (N=13) than men (N=6) mentioned they wanted to be more educated; proportionately more men (N=10) than women (N=1) wanted to improve study habits.

Twelve percent of the students did not want to change in any way. Eight of these twelve students were commuters.

Sometimes the changes specifically stated in response to this question were reflected as concerns throughout the interviews. For example, statements to the effect that an individual was "shy" may have been mentioned as accounting, in part, for adjustment problems to the University, for hesitancy in becoming involved in campus activities, hesitancy in approaching a faculty member, etc. Often students who named as a desired change an improvement in study habits also discussed, with reference to other interview topics, difficulty in studying, self- discipline, etc. On the other hand, some students who mentioned desired changes in discussing different topics, did not specifically indicate these changes as direct responses to this question. For example, several more than the five students indicated in Table 20 expressed a desire to become more articulate, especially at times when they were attempting to answer rather personal, philosophical questions.

TEN YEARS FROM NOW

What Students Would Like to be Doing

Again, responses were idiosyncratic. Only a small number of generalizations could be gleaned from the data.

First, as may be seen in Table 21, most students aspired to a "professional career". Many also said they would like to be married and have a family. Many of the women aspired careers which would complement their roles as wives and mothers. Although most women expected to be married within ten years, many stated that they were not in a hurry to be married. Some wanted to travel and/or to establish themselves in a career first.

Some students came to the University very certain about their vocational goals (Table 22). Others came with a tentative idea of what field they might enter. More than one-fourth indicated they had no idea at all. For some who had not decided, this was a threatening, anxiety-producing situation. Others were not worried about it.

What Kind of Men/Women Students Would Like To Be

While the responses to this question were, as would be expected, very idiosyncratic, a few recurring themes were present (Table 23). Many men said they wanted to be "responsible" and more "self-sufficient". They also mentioned that they wanted to be "educated", "successful", and good husbands and fathers.

> I'd like to have people rely on me for a change. I mean, I think that would be a marvelous feeling. Like, for instance, if I'm married -uh- my wife...would be dependent on me. You know what I mean, and would look to me for what she wants and needs.

Women, both commuter and resident, aspired to be "understanding", "educated", and good wives and mothers (Table 24). Eight women said they didn't know what kind of women they wanted to be or hadn't thought about it.

Almost all students wanted to be married, to have a family and a home. Few students mentioned materialistic goals other than that of having a home and enough money to live comfortably. Curiously, the major reason given for coming to college was to "get a good job," yet students did not appear to be overly concerned with money. Perhaps a "better job" is not a higher paying job, but rather a "meaningful" one.

> I don't want to become a typical middle-aged, middle class creep of a person.

> ...and if I took a profession, I wouldn't want to be dedicated to that solely.

> When I get out of college, I don't expect to go out and make a huge sum of money. What I want to do is go into college teaching if I can.

TABLE 20

HOW STUDENTS WOULD LIKE TO CHANGE DURING COLLEGE

Desired Changes	Group RM	CM	RW	CW	Total
More self-confident/competent/less shy	14	3	7	8	32
More educated/informed/widely read/experienced/ articulate/better able to apply knowledge	4	4	8	8	24
More mature/responsible	3	6	6	3	18
Don't want to change	2	5	2	3	12
Better study habits/better grades/more adjusted to university life	2	9	1	-	12
More broadminded/tolerant/flexible/ understanding of people	2	1	5	1	9
Never thought about it/can't think of any	3	4	1	1	9
Improve heterosexual/interpersonal relationships	1	3	2	2	8
Less sensitive/less easily discouraged/ less dependent	3	2	1	1	7
Make more friends and acquaintances/ more social life	2	2	1	1	6
Establish values/ideals/goals/opinions	-	3	1	2	6
Know myself/accept myself/be more of an individual	2	1	1	2	6
Grow taller/lose weight	1	-	3	-	4
Learn about religion/music/photography	-	1	2	-	3
Less stubborn/better control of temper	1	-	2	-	3
Move away from home	-	1	-	-	1
Be a leader	-	1	-	-	1
Stop worrying about marriage	-	-	-	1	1
Serve the university	-	-	-	1	1
Total Number: Responses	40	46	43	34	163
Total Number: Students	21	34	22	20	97

TABLE 21

STUDENT OBJECTIVES: TEN YEARS HENCE

Student Objectives	Group RM	CM	RW	CW	Total
Have career/have a profession/have a good job	16	25	11	12	64
Be married/have a family/run a household	11	12	17	14	54
Travel	2	4	1	5	12
Help others/participate in society/involved in community life/involved in cultural events/ contribute to community	1	6	2	2	11
No idea/don't know/depends	1	5	2	2	10
Do things I'm interested in/read/paint/be myself	3	4	-	1	8
Be involved/do a good job of whatever I'm doing/ devote self to cause/accomplish something/be successful	2	2	-	3	7
Be involved in politics	4	2	-	1	7
Have money/buy beautiful home, car, etc./be able to afford to take it easy/financially secure/ established and secure	2	5	-	-	7
Have leisure time to enjoy myself/have free time/ vacation	2	4	-	-	6
Have graduate degree(s)	1	2	2	1	6
Have a good social life/have many friends	1	1	-	1	3
Have fun/enjoy life/be happy	-	2	-	1	3
Be an "average" citizen/be unknown	1	1	-	-	2
Do exciting things/live it up	-	1	1	-	2
Settled/on my own	-	1	-	-	1
Unmarried	-	1	-	-	1
Total Number: Responses	47	78	36	43	204
Total Number: Students	21	36	22	21	100

TABLE 22

PLANNED VOCATIONAL FIELDS

Vocation	Group RM	CM	RW	CW	Total
Unknown	6	7	7	6	26
Teacher[1]	1	7	5	7	20
Engineer	2	8	-	-	10
Dentist	3	4	-	-	7
Lawyer	1	3	-	1	5
Pharmacist	2	3	-	-	5
Chemist	3	2	-	-	5
Medical Technician	-	-	1	3	4
Doctor	2	-	1	-	3
Nurse	-	-	2	1	3
Physical/Occupational Therapist	-	-	2	1	3
Accountant	1	1	-	-	2
Veterinarian	-	1	-	-	1
Advertising Worker	-	-	-	1	1
Biologist	-	-	-	1	1
Social Worker	-	-	-	1	1
Writer	-	-	-	1	1
Administrator	-	-	-	1	1
Total Number: Responses	21	36	18	24	99
Total Number: Students	21	36	18	24	99

[1] Includes elementary, secondary and university levels.

TABLE 23

KIND OF MAN: TEN YEARS HENCE

Qualities	Group RM	Group CM	Total
Responsible/self-confident/self-sufficient/ independent/stand up for rights/mature/realistic/ an individual/self-respect/pride/dignity/self-reliant/ honest/integrity/courageous/vigorous/decisive/express my opinions/poised	11	23	34
Interesting/intelligent/knowledgeable/educated/ interested in many things/well-rounded/articulate/ open minded	9	13	22
Good husband/understanding father/good provider/ have family rely on me	6	9	15
Successful/respected/recognized/one who excels/ power/a professional/competent/achieve	5	10	15
Be liked/popular/have many friends/social/witty/ friendly/outgoing/get along with people/charming	3	9	12
Care about others/help others/considerate/sincere/ generous/kind/patient/even tempered/understanding/ sensitive/tolerant/not bossy/easy going	2	8	10
Involved in community/guide young boys/contributing member of society/good citizen/involved in what I'm doing	-	9	9
Same as I am now	1	4	5
Don't know	3	1	4
Wealthy/live comfortably/good income/good job/ own my own home	-	4	4
Hard working/appreciate things	1	3	4
Physically fit/youthful/strong/healthy	2	1	3
Happy/live life that's not demanding	1	2	3
Like my father	-	2	2
"The perfect human being"	1	-	1
Not married	-	2	2
Total Number: Responses	45	100	145
Total Number: Students	21	36	57

TABLE 24

KIND OF WOMAN: TEN YEARS HENCE

Qualities	Group PW	Group CW	Total
Understanding/patient/easy to get along with/ tolerant/broadminded/thoughtful/considerate/ optimistic/accepting/imaginative/mature/humorous	8	7	15
Educated/learned/aware/intelligent/interested/ well-rounded/articulate/informed	8	4	12
A good wife/good mother/one who loves/good relationship with children/close family	7	4	11
Don't know/never thought about it	3	5	8
One who has a career/successful/involved in work/working hard	3	4	7
Happy	3	3	6
Respected	2	4	6
Satisfied with self/know self/ have established values	2	2	4
Competent/able to cope/courageous	3	1	4
Responsible/sensible/dependable	2	2	4
One who helps others/shares/warm/ friendly/outgoing	2	2	4
Wide interests/many goals/active	1	3	4
Active in community	3	1	4
Feminine/sophisticated,yet casual/attractive	-	3	3
Sincere/honest	2	1	3
Like I am now	2	1	3
Have a lot of friends	-	1	1
Like my mother	1	-	1
Total Number: Responses	52	48	100
Total Number: Students	22	21	43

APPENDIX

FALL FRESHMAN INTERVIEW SCHEDULE

1. When did you first plan to attend college?
2. Did your parents encourage or discourage your attending college?
   For what reason(s)?
3. What are <u>your</u> reasons for wanting to attend?
4. Why did you select SUNYAB?
5. Were there any other people who influenced your decision to go to college--teachers, counselors, friends?
6. What was your reaction to the Summer Planning Conference?
7. How do you feel about your course work?
8. Do you find that your assignments are lighter, heavier, or about what you expected?
9. What do you think of the faculty?
10. What kind of relationship would you <u>like</u> to have with faculty members?
    In class only?
    In office to discuss (a) academic subjects? (b) personal subjects?
    Social relationships?
11. Are you working now?
    If so: (a) what are you doing?
    (b) how many hours a week?

<u>If Commuter</u>

12. Do you find that you spend most of your free time with students you have met since coming here, or with high school friends?

<u>If Resident</u>

13. Do you enjoy residence living?
14. Do you get along amicably with your roommate? Suitemates?
15. Do you find it easy or difficult to make new friends on campus?
    What do you think accounts for this?
16. What do you think of facilities for student socializing here?
17. How do you feel about being a student at this University?
18. What do you think of the school spirit here?
    What contributes to this?
19. Are you interested in participating in campus activities?
20. How do you feel about student participation in University administration?
21. What are the things that concern you now?

<u>If Pertinent</u>

22. Are there ways in which the University might assist in alleviating this (these) concern(s)?
23. Have you objections to your University experience so far?
24. What has been of most value to you in your college experience?
25. Are there ways in which the University experience could be made more meaningful to you?
26. Are there ways in which you would like to change during college?
27. What would you like to be doing ten years from now?
28. What kind of man (woman) would you like to be ten years from now?
29. Are there any other comments you would like to make about the initial impact of college on a freshman here?